

Locking Stumps Lynx Club

Locking Stumps Community Primary School, Glover Road, Birchwood, Warrington,
WA3 7PH



Inspection date

Previous inspection date

27 June 2017

15 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children			

Summary of key findings for parents

This provision is good

- The enthusiastic provider works closely alongside her consistent staff team. She is a reflective practitioner and uses the guidance received from her local adviser to update practice and maintain the high-quality provision for children.
- The provider uses her strong links with the host school to ensure that children are safeguarded. She uses her existing knowledge of individual children to implement specific support plans which help to ensure their needs are known and met.
- Children have a clear sense of belonging and relax as they play and have fun together. Older children are supportive of their younger peers. Their good behaviour is positively supported by the friendly, nurturing staff and the calm, consistent routines.
- Staff listen to children's views and respond to their ideas. This helps them provide interesting activities and toys that keep children well occupied and engaged.
- The well organised key-person system helps to ensure the needs of the youngest children in the club are consistently met. Staff make good use of their knowledge of each child to provide high-quality play which builds on their learning in school.

It is not yet outstanding because:

- The current and recently implemented approaches to monitoring and coaching staff are not yet astutely targeted at helping every individual broaden their expertise and consistently deliver provision for children of the highest quality.
- Staff do not always help children develop consistently high levels of understanding about managing risks and challenges, particularly when using large outdoor equipment.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the current processes for monitoring and coaching staff performance, astutely targeting ways that will help them build on their individual practice and move towards consistently delivering the highest quality provision for children
- consider further approaches to help children develop consistently high levels of understanding about safely managing risks and challenges.

Inspection activities

- The inspector observed activities in the school hall and outdoor areas and assessed the impact this has on children's enjoyment and development.
- The inspector and the provider observed a planned activity and evaluated the effectiveness of staff practice and the provision for children.
- The inspector held meetings with the provider. She looked at relevant documentation, such as records of children's attendance, accidents, staff supervision, qualification and training records and evidence of the suitability of staff.
- The inspector spoke to children, staff and parents and she took account of their views.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

The provider has continued to develop the club and the provision for children. She has made a good start to observing staff's practice as one way to help them improve their skills overall. She also makes good use of team meetings to share ideas. Arrangements for safeguarding are effective. Priority is given to health and safety related training, for example, child protection, food safety and first aid. Staff know what to do should they have any concerns about children's welfare. There are strong relationships with lead staff within the host school which further support this. Effective information sharing helps staff to be aware of the children and families who need support the most. Parents express high levels of satisfaction. They say their children really enjoy coming to the club. They value the flexible approach to meeting the needs of individual children and families.

Quality of teaching, learning and assessment is good

Staff make good use of their qualifications to provide high quality, enjoyable experiences for children. They link closely with children's teachers. They make good use of what they know about the children to provide activities which interest them and enable them to practise the skills they are learning in school. Staff provide imaginative opportunities for children to develop their creativity. On the day of the inspection, staff provide a range of paints to encourage children to mix colours and to build on their school-based learning about the weather and rainbows. Staff encourage children to experiment. They skilfully ask questions and use phrases, such as, 'What do you think might happen if?' Staff interact positively with the children. Aided by their strong relationships, staff promote communication well. They skilfully ask questions which encourage children to think, remember and respond. Staff make very good use of play-based opportunities to reinforce children's maths skills, such as sequencing pictures or keeping score in a game.

Personal development, behaviour and welfare are good

Children's emotional well-being is positively supported. They know many of the staff very well and they feel safe because they recognise them from school. The key-person system is well organised and makes very good use of staff skills and their already established bonds with children. This is particularly beneficial when children are new to the club and also when they need some additional support. Staff set up the school hall every day and provide a good range activities for children to choose from. Children also know what else is available and confidently ask for additional toys of their choice. Staff prominently display children's artwork and children demonstrate a clear sense of belonging. There is strong provision for the promotion of children's good health. They are very well nourished and enjoy freshly prepared meals and snacks after school. Children are encouraged to make healthy choices and they add salad items to their evening snack. Staff make sure that children play outside in the fresh air every day. Children enjoy playing energetic games and using the large, well-presented outdoor equipment. Staff also plan additional outdoor experiences which include visiting local parks and exploring nature.

Outcomes for children

Setting details

Unique reference number	EY360080
Local authority	Warrington
Inspection number	1088030
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	32
Number of children on roll	32
Name of registered person	Nicola Anne Burke
Registered person unique reference number	RP513994
Date of previous inspection	15 April 2014
Telephone number	01925 819076

Locking Stumps Lynx Club registered in 2007 and is privately owned. It operates from Locking Stumps Community Primary School in Birchwood, Warrington. It opens each weekday during term time from 7.15am to 8.35am and from 3.15pm to 6pm. The club also operates Monday to Friday during school holidays from 7.30am to 6pm, except during the Christmas holidays and the last two weeks in August. There are six members of staff who regularly work within the club and of these, four hold an appropriate early years qualification at level 3.

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